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AUTHOR Kennedy, Debbie
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ABSTRACT

Truckee Meadows Community College (TMCC) is one of the four community colleges in the University of Nevada System (UNS) and, with over 10,000 students, is the second largest community college in the state. When first appointed in 1986, TMCC's new president established student recruitment as the top priority. Particular areas of concern were the decreasing enrollment of minority students in the UNS, the recruitment of nontraditional students, and outreach programs for women. As part of an effort to develop a comprehensive recruitment plan for TMCC that could be used as a model for other Nevada community colleges, the recruitment literature was reviewed. In addition, recruitment activities at TMCC were assessed by means of an activity log, a referral card, a time and task log for all recruitment activities, ongoing data collection, the maintenance of folders for all recruitment activities, the establishment of goals for the recruitment office, and meetings with appropriate administrators. Based on information collected, a document entitled "Recruitment: Challenge for the 1990s" was developed and subsequently presented to the Nevada State Board of Regents. Sample recruitment logs, recruitment goals for 1991-92, the recruitment report, and sample correspondence are appended. (Contains 14 references.) (PAA)

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ED 362 218

DEVELOPMENT OF A PRESENTATION FOR THE NEVADA STATE BOARD OF REGENTS ON RECRUITMENT FOR TRUCKEE MEADOWS COMMUNITY COLLEGE

Politics, Law and Economics

of Higher Education

by

Debbie Kennedy, M.S.

Truckee Meadows Community College

Michael Rooney, Ph.D.

Phoenix Cluster

A Practicum Report presented to Nova University
in partial fulfillment of the requirements
for the [illegible]gree of Doctor of Education

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JC 930 423

Abstract of a Practicum Report presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

DEVELOPMENT OF A PRESENTATION FOR THE NEVADA STATE BOARD OF REGENTS ON RECRUITMENT FOR TRUCKEE MEADOWS COMMUNITY COLLEGE

by

Debbie Kennedy, M.S.

August 1992

Truckee Meadows Community College is one of four community colleges in the University of Nevada system. The problem is that Truckee Meadows Community College does not have a comprehensive recruitment plan. The purpose of this study was to develop a presentation and appropriate documentation relating to Truckee Meadows Community College (TMCC) recruitment activities to be presented to the Nevada State Board of Regents.

For the purpose of this developmental study, the following research question was studied: What recruitment activities are taking place at TMCC and what is the optimum method to present this information to the Nevada State Board of Regents?

The procedures for developing the report and presentation included: A search of the literature relating

to recruitment, development of a recruitment activity log, a referral card for referring students, a time and task log to record all recruitment activities, the collection of data throughout the year, the maintenance of folders for all recruitment activities, establishment of goals for the recruitment office, meetings with appropriate administrators, and preparation of the final report.

The results of the study included the development of a document and subsequent presentation for the Nevada State Board of Regents, the completion of a final report titled "Recruitment: Challenge of the 1990s", and the establishment of a recruitment team for the college.

It was concluded that the report was an important tool for the college and the Recruitment Office and that it should be shared with TMCC faculty, staff, administrators, and other community colleges and universities in the state. A further conclusion was made that the recruitment efforts at TMCC included recruitment of high school students, minorities, women, and non-traditional students.

Based on the results of the study, it was recommended that in addition to sharing the information in the report with other community colleges and universities in the state, further presentations should be made to TMCC faculty, staff, administrators, and the foundation and advisory boards for

the college. The final recommendation was to use the TMCC Recruitment Plan as a model for other community colleges within the state and utilize the Recruitment Coordinator as a resource person to assist other campuses.

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Chapter 1

INTRODUCTION

Background and Significance

Truckee Meadows Community College (TMCC) is located in Reno, Nevada, a twenty-four hour town with gaming and warehousing as its main economic base. The college is one of four community colleges in the University of Nevada System and, with over 10,000 students, it is the second largest community college in Nevada. Each semester, Truckee Meadows Community College employs forty-six full time occupational instructors, thirty-six full time arts and science instructors, eight counselors, and up to 400 part time instructors. It provides academic transfer degree programs, occupational degrees, technical and trade certificates, and a wealth of community service programs. Students enrolled include: Associate Applied Science majors 55.6 percent, Associate in Arts 28.5 percent, Certificate of Achievement programs 10.5 percent, and Associate in General Studies 5.4 percent. The ethnicity of the student body consists of: 79 percent Caucasian, 6 percent Asian, 5 percent Hispanic, 4 percent Native American, 3 percent Black, and 3 percent others. The average age of the students attending day classes is twenty-four, and those attending evening sessions average thirty-two. Fifty-four percent of the students are female and forty-six percent are

male (Colness, 1991). The community college primarily serves the cities of Reno, Sparks and Incline Village, Nevada. Other counties served, including those in California, are: Plumas, Sierra, Lassen, Nevada, Modoc, Mono, Alpine, Inyo, El Dorado, and Placer.

Prior to 1986, when a new president was assigned to the college, TMCC experienced limited growth. In his presentation to the Board of Regents and the state legislature, the president's first priority was an emphasis on recruitment. The areas of concern were the decreasing enrollment of minority students in the University of Nevada system, the recruitment of non-traditional students and the absence of outreach programs for women. As a result, the position of Recruitment Coordinator for Truckee Meadows Community College was approved by the state legislature. The problem is that Truckee Meadows Community College has not had a comprehensive recruitment plan. The purpose of this study was to develop a presentation and accompanying literature to be presented to the University of Nevada Board of Regents outlining the recruitment activities at TMCC. This study was designed to be a model recruitment program for other community colleges in Nevada.

The recruitment position at TMCC is the only one of its kind in the Nevada community college system. Presentation of this program to the Board of Regents resulted in TMCC being used as the model for recruitment programs in the

state's community colleges. In addition, the Recommendations and Implications of the study may lead to the implementation of other recruitment programs in community colleges.

The review of recent literature provided background information for this study which focused on developing recruitment programs targeting specific populations such as minority students, non-traditional students and women. Similar efforts conducted by Leach and Roberts (1988) specifically targeted women and minorities to upgrade the basic skills that encourage success in high technology and high technology occupational training programs. Applegate and Henniger (1989) discuss the problems of recruiting minority youth, who often hold the attitude that success does not require a college degree.

The literature directly relating to the study's purpose provided direction for the sharing of literature and recruitment goals with other community colleges in the University of Nevada system. This included recruitment activities for minorities, non-traditional students, single parents, and displaced homemakers. In addition, the literature related to the goals of the college which were to recruit and retain and provide educational opportunities for women and minorities.

The seminar of Politics, Law and Economics dealt with the topics of function and difference between coordinating

boards and boards of regents for community colleges and university systems. This study was used to develop a presentation, with accompanying literature that was presented to the governing body of Nevada's community colleges and universities, the University of Nevada Board of Regents. The product of this study was intended to provide a model for recruitment activities which could then be implemented in other community colleges.

Research Question

For the purposes of this study, the following research question was employed: What recruitment activities are taking place at Truckee Meadows Community College and what is the optimum method to present this information to the Board of Regents? The methodology used to address this question was developmental.

Chapter 2

REVIEW OF THE LITERATURE

The majority of research related to recruitment focused on marketing techniques for business, industry and minority recruitment. However, in reviewing recent literature related to this study, several colleges are developing recruitment programs targeting specific populations such as minority students, non-traditional students and single or displaced homemakers. The following literature review focused on the concept of recruitment.

Recruitment is defined by Webster's Ninth New Collegiate Dictionary (1989:985); "to seek to enroll, to enlist new members and to increase or maintain numbers." Recruitment efforts are aimed toward recruiting high school students, non-traditional students, minorities and women.

Warfield (1985) developed a recruitment program which targeted black high school students attending local area middle and high schools. Recruitment efforts concentrated on establishing eighth grade visitation days, high school career days, college visitation days, and mini-lectures on study skills. As a result, the college reached its highest black student enrollment for freshmen during 1985. The Illinois Public Community College System, in 1986, compared district enrollment patterns and the 1980 census data. This study included state and national trends relating to

minority populations and analyzed methods being used for recruitment of students, teaching faculty and professional staff. Hendrix and Nelson (1986) discussed the recruitment and retention of students at black colleges. They suggested the best approach for recruitment and retention is honesty and that students should be told what to expect when entering college and what circumstances they might encounter on campus. Students should also be made aware of the support systems available at the campus, such as financial aid, tutoring, job placement, and counseling.

Bender and Blanco (1989) examined nine public schools and twenty-eight community colleges to enhance the participation of minority and disadvantaged youth in their programs. The study included identifying minority and disadvantaged students for recruitment purposes into particular majors. Bender and Blanco (1989) found that supportive services increased the success rate of minority and disadvantaged students in college and high school. Boatwright and Brannick (1987) discussed marketing concepts and strategies used to increase enrollment at the colleges while meeting employee needs in the community. They also related marketing concepts to job training and education programs provided at the community college level. The marketing strategies focused on the changing demographics of those who will be in the work force by the year 2000, such as minorities and women. Leach and Roberts (1988) report

that women and minorities have difficulty in successfully completing high technology programs. They state "the reason is threefold: recruitment, academic readiness, and retention" (1988:35). To address the problem they implemented a non-traditional career day for women and minorities. Approved candidates for the programs attended academic advising and personal counseling sessions. Additional support services were provided such as tutoring, financial aid, support groups, and individual attention by the instructors. As a result, the high technology programs increased enrollment and retained their minority and women student population by a twenty percent increase. Rinnander (1977:56) identified a new population attending community college, "the adult learners". She defined these students as those having disabilities, re-entering adults who remained home to raise children, veterans who interrupted their educational process to serve in the armed forces, senior citizens, and minorities. She suggested that recruitment literature be designed to focus on the specific needs of the targeted population. It is further suggested that colleges go out into the community and approach "potential students where they are, both psychologically and physically" (1977:56). Bers and Smith (1987) report on a research project relating college choice and non-traditional students at a community college. Non-traditional students were defined as older adults attending

school full-time or part-time. The students indicated a number of reasons for returning to school; personal changes in their lives such as death, divorce, or changes in their work setting. The main reasons for choosing a particular college were related to cost and convenience. As a result of the study, new marketing strategies for potential non-traditional students were developed. A brochure featuring older student's needs, and emphasizing costs, financial aid and location of the campus, was designed. Part-time recruitment positions were developed with each person being assigned a specific target population. Finally, an adult lounge was constructed for the purpose of providing adults with support services to foster student success. Boyer (1973) suggested that special populations such as women and minorities may respond more positively to a recruitment team that consists of persons with similar ethnic backgrounds, older students and women. Gelin (1990) presented another approach to recruitment; selling the college as the student's first choice. This concept centered on marketing and advertising the institution as the first choice to the community, and therefore emphasized the excellence of the college. When the faculty, students and administrators strive for excellence in education, the college is then perceived as a first choice college by prospective students. Santa Barbara City College (1987) prepared a document which reviewed current recruitment activities focusing on

minorities and women at other community colleges. The findings provided recommendations for recruitment at Santa Barbara Community College. These suggestions included developing recruitment programs at the middle and high school levels and implementing flexible schedules for orientation nights in order to provide access for minorities and women that work. It was further recommended that parents be included in the orientation meetings and that the college offer orientations in English and Spanish. Additional suggestions were to sponsor multicultural events on campus, have student ambassadors of color to mentor junior high and senior high students, and conduct recruitment activities throughout the community.

Summary

Recruitment activities need to be creative and flexible, and to address the needs of the potential student. The student populations at community colleges are becoming diverse. In addition to the traditional eighteen year-old student, campuses are experiencing an increase in the older adult learner. For various reasons, these students typically work, have families, and are returning to school. Many wish to upgrade their skills to increase job mobility while others have encountered personal situations that have changed their lifestyles. Students today are concerned

about convenience and costs relating to attending postsecondary institutions. Thus, recruitment activities need to focus on the concerns and needs of those potential students.

Chapter 3

PROCEDURES

The purpose of this study was to develop a presentation and appropriate support documentation relating to Truckee Meadows Community College (TMCC) recruitment activities to be presented to the Nevada State Board of Regents. The research question studied was: What recruitment activities are taking place at Truckee Meadows Community College and what is the optimum method to present this information to the Board of Regents? In order to address the above question, the methodology used for this study was developmental. Relevant documentation and goals were presented in a report form (Appendix G). The procedures for collecting data and making the presentation are listed below:

1. Reviewed literature related to recruitment activities in a community college.
2. Collected data throughout the year that identified the number of students seen on an individual basis at each high school.
3. Maintained folders of each presentation, tour and/or orientation for various community learning centers, high schools and social organizations.

4. Set up an Activity Log to track community contacts with high schools, the Washoe County School District, and business and industry.
5. Coordinated and maintained folders of parent orientations, "college nights" and career fairs.
6. Developed a Referral Card for potential students to be used by counselors, parents, students, and faculty to be returned to the Recruitment Office.
7. Prepared a report of the recruitment activities to be presented to the Nevada Board of Regents and shared with other university and community college personnel.
8. Met with the Vice President and the Dean of Student Services for a review of the final report and received feedback on how to proceed with the presentation.
9. Conducted the presentation in September 1991 to the Nevada State Board of Regents.
10. Established a recruitment team consisting of people from all campus disciplines.
11. Established a list of goals for the Recruitment Office.

Definitions

The term recruitment, as it is referred to in this study, is defined by Webster's Ninth New Collegiate Dictionary (1989:985); "to seek to enroll, to enlist new

members and to increase or maintain numbers." The term is synonymous with the review of literature and the goals of this Practicum.

Assumptions

Several basic assumptions were identified for the purpose of this study. The first was that the Nevada State Board of Regents would be interested in recruitment activities at the community college level. It was also assumed that other community colleges in Nevada would be interested in recruitment activities at Truckee Meadows Community College. The last assumption was that adequate time would be given to the presentation and that the literature developed from the study would be received in a positive manner.

Limitations

The study was limited to one community college in northern Nevada. Therefore, the results may not apply to other community colleges within the state. Another limitation was that the presentation was confined to a specific time frame and audience. The presentation was made only to those board members present.

Chapter 4

RESULTS

Several sources from the literature were reviewed for information regarding recruitment programs in other postsecondary institutions. The Eric Computer Search, conducted by the Nova University Information Retrieval Office, identified appropriate journals and documents relating to recruitment. Eric identifiers used for the search included "student recruitment", "student recruitment or enrollment", "minority groups", "single parents and displaced homemakers", "college choice", "postsecondary education", "school choice or college choice or free choice transfer programs", "two year colleges", and "public or private postsecondary institutions".

Three techniques were developed to collect data necessary to complete the information provided in the final report; a Recruitment Log presented in Appendix A, a Time and Task Log presented in Appendix B, and the Referral Card presented in Appendix C. The Recruitment Log was designed to track all recruitment activities, community contacts, agency contacts, and school district contacts. The log was also used as a sign-up sheet for those attending class presentations, tours, parent/student presentations, parent nights, career fairs, and college fairs. In addition to the sign-up sheets, folders were maintained in the Recruitment

Office listing each recruitment activity and the number of participants. Recruitment team members picked up the folders, which included sign-up sheets, with the necessary information regarding the event. When the team members returned the folders to the Recruitment Office, follow-up documentation was provided for the report.

The Referral Card (See Appendix C) was developed so that students, parents, counselors, and faculty could receive information about the college. There were no limitations on who could receive information, students and individuals referred themselves or others. The card served the function of allowing Recruitment to mail individuals information about registration, financial aid and various college services, and to mail out catalogues.

The second function of the Referral Card was that of a referral system for high school students and high school counselors who wished to see a recruitment counselor. The recruitment counselors made lists of referrals for each high school and set up appointments for the students at their own schools. Each high school counselor's secretary received a list, and scheduled appointments on the Time and Task Log. When the recruitment counselors arrived, they were given a copy of their scheduled appointments. (See Appendix B.) The Time and Task Log was a means of documenting the students who were seen and those who did not show up for their appointments. At the end of the day, the recruitment

counselors provided the high school counselor's secretary with a list of students who did not keep their appointments, and they were added to the list for rescheduling. At the end of each semester the lists were compiled to identify the number of students seen on an individual basis at each high school and learning center. In addition, at the end of each semester, the folders used for presentations, tours, career fairs, college nights, parents nights, and other recruitment activities were collected and the data were gathered for each category of the final report. (See Appendix G.)

As part of this study, a recruitment team was established representing various disciplines on campus (See Appendix G). The team then attended a half-day retreat for the purpose of formulating recruitment goals (See Appendix D). At this time, the importance of recruitment was reviewed and various departments were asked to present updates on their new and continuing programs. They reviewed changes in their areas, and each member voluntarily selected recruitment assignments. (See Appendices D and E.) As a result, the goals for recruitment were developed (See Appendix F) and the team members obtained information relative to all aspects of the existing recruitment programs that related to the college. The team asked for a second, end-of-the-year, retreat to share experience and feedback on presentations.

A final report named "Recruitment: Challenge of the 1990s" (See Appendix G); was prepared for presentation to the Board of Regent's September meeting. The report included the names of the recruitment team and staff, recruitment goals, recruitment components, and a summary of the data collected regarding recruitment activities for the year. Meetings were set up with the TMCC Dean of Student Services and the Vice President of Institutional Services to review the product. The Vice President reviewed the protocol for the Board of Regents meetings and recommended the proper timing for the report and suggested practicing the presentation. Both individuals reviewed the report for content and editing. The Dean of Student Services recommended using different colors for separating the goals of recruitment, components of recruitment and recruitment update report. On September 6, 1991, the Coordinator of Recruitment conducted a thirty minute presentation on Recruitment Activities at Truckee Meadows Community College and reviewed the final report with the Board of Regents.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS

AND RECOMMENDATIONS

Discussion

The purpose of this study was to develop a presentation and accompanying report (Appendix G) to be presented to the University of Nevada Board of Regents outlining the recruitment activities at Truckee Meadows Community College (TMCC). This study was designed to be a model for the future at TMCC and potentially, for other Nevada community colleges. In addition, the study was intended to provide other colleges with ideas for new recruitment programs at their campuses. As a result of this study, three techniques were developed to collect the data necessary for the report; they were a Referral Card, Recruitment Log and a Time and Task Log. In developing these items, each one was used for a specific task. A referral system was designed and implemented at the high school level for students, teachers and counselors. The system was received in a positive manner and the counselors indicated that the follow-up counseling sessions with the students were very successful. The development of a recruitment team on campus initiated open communication between the TMCC Recruitment Office and the departments, giving rise to positive input and feedback from faculty, administrators and staff. Also, the

recruitment team provided more visibility for the college at college nights, career days and other community events. Enrollment increased for high school students, minorities and women. The results of the study presented in the product (Appendix G), "Recruitment: Challenge of the 1990s", was received very positively by those attending the presentation to the Board of Regents, as was the actual presentation. Members of the board asked questions pertaining to specific recruitment projects and how to develop a recruitment plan and office at their campuses. Components of the recruitment plan that generated the most interest were activities for minority recruitment, recruitment of non-traditional students and opportunities available for women. Other institutions were concerned about the lack of organized recruitment activities on their campuses.

The review of literature was a valuable resource for this study as it developed an awareness of other recruitment activities taking place at other postsecondary institutions. The literature also reinforced the importance of some of the activities already in place at TMCC. Warfield's (1985) research emphasized recruitment efforts at the middle school level and high school career days. Truckee Meadows Community College has conducted high school career days, and implemented eighth grade visitation days for two middle schools, which were included in the study. Boatwright and

Brannick (1987) discussed marketing concepts and related them to the changing demographics of the workforce 2000; primarily minorities and women. TMCC is experiencing the demographic changes with an increase in enrollment of minorities and women. The college is examining alternative approaches to serving and recruiting these special populations.

Leach and Roberts (1988) reported on minorities and women who were having difficulty completing high technology programs. It was noted that there was an increase in the success of these groups when they received support services such as tutoring, counseling and financial aid. TMCC received new ideas for recruiting minorities and women, and the result was the development of a recruitment video tape in Spanish.

Conclusions

As a result of this study, it was concluded that a document such as "Recruitment: Challenge of the 1990s" was an important tool for the Recruitment Office and for the college. It was also concluded that the final document was an appropriate and effective means to present the information to the Board of Regents. In addition, it was concluded that the faculty and staff should receive copies of the report. It was also concluded that other community colleges should explore the implementation of a Recruitment Office to coordinate and conduct recruitment activities. A

further conclusion was that recruitment efforts taking place at TMCC included community contacts, tours, career days, occupational fairs, trade fairs, and specific programs for junior high school students, high school students, minorities, women, and non-traditional students.

Implications

The results of this study produced several implications which impacted the direction of recruitment for the Nevada community colleges. The first implication was that community colleges will need to develop recruitment programs to reach minorities, women and non-traditional students. Second, the recruitment activities should be designed to identify with the specific needs and concerns of each of the populations served. By identifying with the specific target groups, larger groups may attend the colleges, requiring additional staff and supportive services. Third, other community colleges may need to re-evaluate how recruitment efforts are organized at their campuses and determine if they are effective. The last implication is that other community colleges should take this study into consideration when developing their recruitment offices and programs.

Recommendations

As a result of the presentation to the Nevada Board of Regents several recommendations were proposed. The first recommendation suggested was that the recruitment plan for TMCC and the final report be shared with other community

colleges and universities in the state. The second recommendation was that a similar presentation be conducted for the faculty and administration of TMCC during a "welcome back" session in the spring or fall. The third recommendation was that a similar presentation be conducted for the TMCC foundation and advisory boards. The final recommendation was to use the TMCC recruitment plan as a model for other community colleges and to utilize the Recruitment Coordinator as a resource person to assist other campuses in developing similar programs.

To implement these recommendations, the Board of Regents recommended that the Chancellor's Office distribute copies of Truckee Meadows Community College recruitment goals and a copy of the final report, "Recruitment: Challenge of the 1990s" to all of the community college and university presidents in the state. It was suggested that the Vice President of TMCC coordinate two additional presentations of the project to the TMCC faculty at opening sessions for fall and for the TMCC advisory board. In addition, campus presidents from Southern Nevada Community College and Western Nevada Community College asked for copies of the report and requested that the Recruitment Coordinator meet with their staffs to discuss recruitment.

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APPENDIX A

RECRUITMENT LOG

Contact.

1. School
2. Agency
3. Student
4. TMCC
5. Community
6. Training
7. TMCC Liaison
8. Other

RECRUITMENT LOG

Month_____

Staff Member_____

DATE	STUDENT	NAME AND CONTACT	CONTACT CODE	TYPE- PC	TC	REMARKS

APPENDIX B

TIME AND TASK LOG

TIME AND TASK ANALYSIS LOG

Hug High

COUNSELOR Kennedy - TMCC

DATE: Thursday - April 2nd

1. CLASSROOM ADVISE
2. CURRICULUM DEV
3. CAREER PROJECT

1. RESEARCH, EVALUATION
2. COMMUNITY
3. PROFESSIONAL DEV.
4. PROGRAM MGT. OPERATION
5. CORRESPONDENCE
6. SPECIAL ASSIGNMENTS

1. INDIV. ADVISE
2. TEACH/ADMIN.
3. REGISTRATION
4. SCHOLARSHIP
5. SCHEDULING
6. ENROLL

1. PERS. COUNS.
2. CRISIS COUNS.
3. REFERRAL
4. GROUP COUNS.
5. TCH/ADM/STU.
6. PARENT CONF.
7. PARENT PHONE
8. STAFF CALLS
9. OTHER CALLS

CURRICULUM	SYSTEM SUPPORT	APPOINTMENT NAMES	PHONE NAMES & WALK ON	INDIVIDUAL PLANNING (academic)	RESPONSIVE SERVICES
		1° 7:30 – 7:55			
		8:50 - Aaron Bute ✓ Done			
		2° 8:29 James Richards ✓ Done	8:45 Scott Smith no show		
		9:00 Alisha Rivera Don ✓	9:15 Chris Runnells ✓ Done		
		~~9:32 Dean / Scholarship VD~~			
		3° 9:32 Jennifer Bowers No show	9:45 Edward Simmons No show		
		Done 10:00 Matthew Reisinger ✓	10:15 Christine Swaims - no show		
		Done 10:30 Wanda Ramynke ✓	10:50 TAWNYA CARNEY ✓ Done		
		4° 10:31 Matthew Bruff ✓	10:45 Christina Dastino ✓ Done		
		11:00 Mitchell Holmes No show	~~11:15 Dennise Christensen~~		
		Done Tiffany Hays - Nursing!			
		LUNCH 11:24 - 12:08			
		5° 12:08 – 12:40			
		6° 1:07 – 1:35			
AFTER SCHOOL					

APPENDIX C

REFERRAL CARD

TRUCKEE MEADOWS TMCC COMMUNITY COLLEGE

7000 Dandini Boulevard, Reno, Nevada 89512-3999 • (702) 673-7000

Name_____ School _____ Grade_____

Address_____ City _____

State_____ Zip Code_____ Phone_____

Social Security # (optional)_____

Please provide information: (please check)

- ❑ Admission
- ❑ Career Planning
- ❑ Counseling
- ❑ Occupational Programs
- ❑ Financial Aid
- ❑ Transfer Credits
- ❑ Student Activities
- ❑ Student Employment
- ❑ Special Services
- ❑ Tutoring
- ❑ Other
- ❑ Please Specify

- ❑ Asian American
- ❑ Black
- ❑ Caucasian
- ❑ Hispanic
- ❑ Native American
- ❑ Other

Referred By_____ Date _____

TMCC Truckee Meadows Community College
7000 Dandini Boulevard • Reno, NV 89512

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NECESSARY
IF MAILED
IN THE
UNITED STATES

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Truckee Meadows Community College
Recruitment Officer/Rm. 331
7000 Dandini Boulevard
Reno, Nevada 89512-9983

APPENDIX D

RECRUITMENT TEAM AGENDA

RECRUITMENT TEAM RETREAT

AGENDA

8:30 a.m. - 9:00 a.m.	Welcome Overview - What is Recruitment? Debbie
9:00 a.m. - 9:15 a.m.	Business Department Barbara Chism
9:20 a.m. - 9:40 a.m.	Arts & Sciences & Transfer Degree Program Overview Betty Elliott
9:40 a.m. - 9:55 a.m.	Financial Aid Overview Mona Buckheart
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 10:45 a.m.	Videos
10:45 a.m. - 11:10 a.m.	Admissions & Recruitment Items Bob & Debbie
11:10 a.m. - 11:25 a.m.	Occupational Programs Overview Scott Macdonald
11:25 a.m. - 11:35 a.m.	Review of Recruitment Materials Barbara Barber
11:35 a.m. - 12:00 p.m.	Open Discussion

APPENDIX E

RECRUITMENT DATES

Recruitment Dates

Fall 1990

September

	9/11	Manogue High - Parent Night
*	9/14-16	Reno/Sparks Chamber of Commerce Trade Show
*	9/19-20	Business to Business Trade Show
	9/25	Sparks Middle School

October

	10/02	McQueen High - Counselors
		Sparks High - Counselors
*	10/0?	American Society Training & Development and
		Northern Nevada Personnel Association
	10/05	Recruitment Team - Retreat
		Hug High Counselors
	10/09	Fernley High - Juniors & Seniors
*	10/10	Reed High School - Parent/Student Night
	10/11	Wooster High - Presentation
		Reed High School - Counselors
*	10/17	McQueen High - Parent/Student Night
*		UNR - TMCC Joint Presentation Sheriff Department
*	10/24-25	Clark County School District College Fair
	24	Tahoe Truckee High - Senior Presentation
*	10/28-29	Washoe County School District College Fair
*	29	North Tahoe High and Tahoe High - Tours on Campus

November

	11/01	W.C.S.D. C.V.E. Program
	11/02	Wooster High School - Counselors
	11/06	North Tahoe High - Presentation

December

*	12/04	Lowrey High College Night
	12/07	Hug High Career Day (Tentative)

APPENDIX F

RECRUITMENT GOALS

RECRUITMENT GOALS 1991 - 1992

Goal #1: Conduct a TMCC presentation to every area high school upon request. Including private schools and outlying high schools.

Goal #2: Provide update information on TMCC programs to high school counselors and principals.

Goal #3: Conduct TMCC presentations and tours for community based learning centers serving nontraditional students.

Goal #4: Conduct a TMCC Career Day upon request of the high schools.

Goal #5: Build articulation between W.C.S.D. Occupational Center and the TMCC programs.

Goal #6: Coordinate the TMCC booths for the various college fairs, informational fairs and trade fairs in the community and throughout the state.

Goal #7: Establish communication between community based agencies and the college.

Goal #8: Develop community awareness regarding TMCC programs by conducting presentations for local service organizations.

Goal #9: Develop a recruitment team within the community college.

Goal #10: Develop and maintain open communication and positive working relationships with TMCC staff.

Goal #11: Establish an Academically Talented Program Internship between the Washoe County School District and Truckee Meadows Community College.

Goal #12: Establish a Truckee Meadows Community College Student Ambassador Program.

Goal #13: Develop and implement a minority recruitment program.

Goal #14: Conduct presentations of TMCC programs to local businesses and industries upon request.

Goal #15: Develop recruitment programs for the middle schools.

APPENDIX G

"RECRUITMENT: CHALLENGE OF THE 1990S"

Recruitment: Challenge of the 1990s

COMPONENTS OF RECRUITMENT

* Middle/High Schools

* Non-Traditional

* Occupational Programs

* Minority Recruitment

* Business and Industry

RECRUITMENT TEAM MEMBERS

BOB LOSSER	7040
CHERYL WOEHR	7020
JOHN COLES	7060
LAURA WILLIAMS	7111
DENNIS HENNINGS	7134
JOHN BIRD	7098
MONA BUCKHEART	7060
BARBARA BARBER	7087
BARBARA CHISM	7037
ANDY DELANEY	7139
KAREN OZBEK	7079
ANNE-LOUISE PACHECO	9004
DEBBIE KENNEDY	7094
KATHY ODYNSKI	7103

RECRUITMENT COORDINATOR DEBBIE KENNEDY	7094
MINORITY STUDENT ADVISOR MONA BUCKHEART	7060
RECRUITMENT SECRETARY JOHN SHERER	7094

RECRUITMENT UPDATE REPORT

1990 - 1991

SUMMARY SHEET

SUMMARY SHEET FOR RECRUITMENT 1990-91

NEW PROGRAMS	
MINORITY RECRUITMENT	
SCHOOL CONTACTS	361
PRESENTATIONS, TOURS, & SPECIAL PROGRAMS	1,809
INDIVIDUALIZED COUNSELING	892
LEARNING CENTERS PRESENTATIONS & TOURS	491
COMMUNITY CONTACTS & PRESENTATIONS	1,248
PARENT/STUDENT COLLEGE NIGHTS	940
CAREER DAYS AND COLLEGE FAIRS	18,818

NEW PROGRAMS

RECRUITMENT ACTIVITIES IN THE COMMUNITY

Widening Opportunities for Women Conference	
Western Apprenticeship Coordinators Association	20
Reno/Sparks Chamber of Commerce - Education Committee Update of T.M.C.C. Programs and Luncheon	40
Northern Nevada Native American Luncheon	100
Employment Fair 91	4,000
BEST Committee Sparks Chamber	40
Dental Assistant Luncheon	20
Cinco de Mayo - Booth	
Sparks Chamber of Commerce - Booth	
Reno/Sparks Chamber of Commerce - Booth	
American Society for Training and Development Northern Nevada Personnel Association - Booth at annual vendors fair.	72
Executive Women International Show - Booth	62
Senior Community Information Day - Booth	115
BEST Sparks Chamber - Parent/Children Night Mixer	60
J.O.I.N./T.M.C.C. Presentations for casino displaced workers.	
High Sierra Casino - Approximately 1,000 workers Ramada Inn - Approximately 1,200 workers El Dorado - Approximately 1,500 workers	
Business/Industry and Recruitment - coordinate presentations for private businesses.	

MIDDLE SCHOOL PROGRAMS

Sparks Middle School - TMCC Workshops & Tours	140
Sparks Middle School - Presentations to ESL classes	53
Vaughn Middle School - TMCC Workshops & Tours	130
Math/Science Goodstart Program - 9th graders with Arts & Science Department.	

MINORITY RECRUITMENT

Community contacts for minority recruitment:

Carson High Indian Education Washoe Tribe	10
Nevada Urban Indians	
Reno/Sparks Indian Colony Education Department	
Nevada Job Corps	
Nevada Hispanic Services	
Washoe County School District, Title V and ESL programs	
Washoe Tribe of Nevada/California	
Washoe County School District Counselors	
Reno/Sparks Indian Colony	
Washoe High School Indian Colony Learning Center	

T.M.C.C. Presentations

Northern Nevada Black Cultural Awareness Society	90
Hispanic Students Get Acquainted Day	70
Reno/Sparks Indian Colony - Fall	6
Pyramid Lake High School	7
E.S.L. Sparks	22
E.S.L. Hug High School	21
E.S.L. Amnesty Classes	137
Amnesty Orientation	90
W.C.S.D. Title V	10
McDermitt High	5
American Indian Career Day	80

Planned Programs for Spring

Reno/Sparks Indian Colony and Northern Tribes Luncheon for all juniors, seniors of the tribes. Presentation and tour of T.M.C.C.	100
T.M.C.C. presentation to Reno/Sparks Indian Colony in Fall and Spring.	
Presentations for Washoe High School E.S.L. learning centers and Adult E.S.L. Learning Centers.	

SCHOOL CONTACTS

WASHOE COUNTY SCHOOL DISTRICT

W.C. Superintendent	1
W.C.S.D. College Fair Display	15
Occupational Center	7
W.C.S.D. Academically Talented Program	2
W.C.S.D. Vocational Curriculum	2
W.C.S.D. English as a Second Language	5
W.C.S.D. Vocational Teachers	102
Reed High School	15
Sparks High School	20
Hug High School	90
McQueen High School	6
Reno High School	6
Wooster High School	16
Washoe High School	23
Incline High School	13
Gerlach High School	2

OTHER SCHOOLS

Manogue	3
Truckee High School	5
North Tahoe High School	3
Smith Valley	1
Winnemucca High School	2
Fernley High School	2
Quincy High School	2
Yerington High School	2
Fallon High School	2
Whittell High School	2
Jackpot High School	1
Douglas High School	10
Carson High School	2

TOTAL	361

PRESENTATIONS, TOURS & SPECIAL PROGRAMS

SCHOOL OR PROGRAM	
Mineral High School	24
North Tahoe High	8
Yerington High	65
W.C.S.D. Agency Network	55
Fernley High School	53
Tahoe Truckee High	110
Math/Science Goodstart 1989	140
Reno/Sparks Indian Colony 1989	6
Hug High ESL Program	21
W.C.S.D. Title V	10
Amnesty Orientation	45
Fernley High Senior Presentation	26
Tahoe Truckee	21
Executive Women International	60
UNR Home Economics	5
Hug High	12
UNR Journalism - Presentation & Tour	20
Occupational Center - Presentation & Tour	18
Sparks High - Orientation & Tour	24
ESL Amnesty Classes	137
ESL Pine Middle	7
McDermitt High	5
Pyramid Lake High School	7
Northern Nevada Native American Luncheon	100
Reno/Sparks Chamber Luncheon	40
Dental Assistant Luncheon	20
Community Child Care Presentation	7
Job Corps	270
Smith Valley	16
Sparks High School - Career Exploration Workshop	100
Herlong High School	29
Carson High School	15
Wooster High Alternative Ed - Fall & Spring	52
Fallon High	32
Fernley High - Senior Tour	22
Wooster High Business Classes	27
Sparks Middle School	100
Vaughn Middle School	100
	1,809

CVE	10
Hug High School	119
Sparks High School	115
Reed High School	145
WHS - Hug	17
McQueen High School	75
WHS - Dilworth	21
Reno High School	43
Cyesis	12
Wooster High School	236
WHS - Truckee Meadows	11
WHS - Reno/Sparks Colony	33
WHS - Terminal Way	43
Gerlach High School	1
Fernley High School	21
Yerington High School	14
Elko High School	19
Mineral County High School	10
Lovelock	2
Lund	1
Fallon High School	28
Manogue High School	13
Battle Mountain	1
Wells High School	2
Tahoe Truckee High	25
North Tahoe High	8
Las Vegas	19
	1,044

LEARNING CENTERS PRESENTATIONS & TOURS

Ardmore L.C. - A.M. & P.M.	45
Lemmon Valley	14
Stead	16
Lemmon Valley Tours	11
Truckee Meadows Boys Club	8
Truckee Meadows Boys Club A.M.	12
Truckee Meadows Boys Club Tour	13
Cooperative Vocational Education	19
CVE Tour	25
Virginia Foothills	17
Sun Valley	15
Junior Achievement	13
Junior Tour	15
Cyesis A.M.	11
Cyesis P.M.	13
Cyesis Tour	22
St. Thomas A.M.	12
St. Thomas P.M.	24
Dilworth Adult	38
Dilworth L.C.	20
Hug Adult L.C.	22
Truckee Meadows Boys Club A.M.	11
Truckee Meadows Boys Club P.M.	12
Amnesty Orientation	11
Terminal Way A.M.	20
Terminal Way P.M.	15
Reno/Sparks Colony A.M.	15
Reno/Sparks Colony P.M.	10
YWCA	12
Totals	491

COMMUNITY CONTACTS & PRESENTATIONS

Sheriffs Jail	17
Job Corps	7
State Welfare	5
Occupational Council	12
N.N.C.C.	2
C.C.C.C.	5
W.N.C.C.	5
Air Force	2
Department of Labor	3
Sparks Chamber of Commerce	22
Sparks Chamber BEST Committee	21
Sparks Trade Fair Mixer Fall & Spring	280
Reno/Sparks Chamber	520
Nevada State Department of Education	6
Truckee Meadows Human Services	32
American Society Training & Development	60
United Way	5
T.M.C.C.	32
Kiwanis	22
Soroptmist Educational Committee	15
Soroptmist	48
J.O.I.N.	3
Reno/Sparks Indian Colony	22
W.C.S.D. Agency Network	55
Community Services Child Care Services	6
Nevada Urban Indian Education Committee	7
Nevada Hispanic Services	2
W.C.S.D. - E.S.L.	21
Title V Education Committee	11
	1248

PARENT/STUDENT NIGHTS

Hug High School	200
Douglas High School	150
Reed High School	130
Manogue High	180
McQueen High	130
Wooster High	90
Sparks High	60
	940

CAREER DAYS OR COLLEGE FAIRS

Lowry High	60
White Pine	10
W.C.S.D. College Fair	2,800
Clark County College Fair	6,500
W.C.S.D. Information Fair	4,000
Hug High School Career Day (Govt.)	1,200
Plumas County Fair 90	150
Incline High Career Day (English)	262
Reed High Career Day (Govt.)	1,227
Reno High Career Day	615
Wooster High Career Day	1,854
Feather River Career Fair	50
Elko Career Fair	90
	18,818

APPENDIX H

RESPONSES TO THE PRESENTATION AND REPORT

September 18, 1991

Dear Debbie,

I would like extend my congratulations on the excellent presentation you made to the Board of Regents at the meeting held on campus on September 6, 1991. The professional manner in which you presented your program brought recognition and honor to the college for which you should feel especially proud. It is through dedication such as your's that this institution will make a lasting impression on the community.

I had the opportunity to sit at lunch with several of the Regents. You should know the table conversation was very complimentary. They were very impressed with the presentations and the progress the college has made. I could sense that they, too, felt pride in representing such fine programs.

I am proud to be a part of Truckee Meadows Community College and have the opportunity to work with you.

Sincerely,

Betty Elliott

Betty Elliott

cc: John Scally
Bill Bonaudi

7000 Dandini Boulevard / Reno, Nevada 89512-3999 / (702) 673-7000
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Dedicated to equal opportunity

TMCC TRUCKEE MEADOWS COMMUNITY COLLEGE

Faculty Senate Office
FAX 673-7108

September 10, 1991

Debbie Kennedy
Truckee Meadows Community College
Student Recruitment Officer

Dear Debbie:

Thanks for your presentation to the Regents last Friday. All you folks gave them a good idea of who we are and what we do, and just how well we do it.

I have seen a lot of the Board over the years, and it's seldom that its members react as enthusiastically as they did to you and what you had to say. Many were still praising your "TMCC Show" that afternoon.

Ya done good, kids -- and I'm proud to have such colleagues.

B.

Bill Baines
Professor, English
Faculty Senate Chair

BB:wr
cc: President Gwaltney
V.P. Scally
Jackie Kirkland

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UNIVERSITY OF NEVADA SYSTEM BOARD OF REGENTS

CAROLYN M. SPARKS
Chairman

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Las Vegas, Nevada 89102
(702) 871-7014

2601 ENTERPRISE ROAD
RENO, NEVADA 89512
(702) 784-4958
FAX (702) 784-1127

October 1, 1991

Ms. Debbie Kennedy
Student Recruitment Officer
Student Services (B-4)
Truckee Meadows Community College
7000 Dandini Boulevard
Reno, Nevada 89512

Dear Ms. Kennedy:

On behalf of the Board of Regents, I would like to take this opportunity to thank you for your presentation on recruiting efforts at Truckee Meadows Community College.

Your contributions to the University of Nevada System are truly appreciated by the Regents.

Sincerely,

Carolyn M. Sparks
Chairman

CMS/tmg
c: President John Gwaltney

TMCC TRUCKEE MEADOWS COMMUNITY COLLEGE

Dean of Student Services
(702) 673-7114
FAX (702) 673-7108

September 9, 1991

MEMORANDUM

TO: Debbie Kennedy, Coordinator of Recruitment/Outreach

FR: Jackie Kirkland, Dean of Student Services

Thanks for your comprehensive presentation to the Board of Regents on Friday, September 6. I thought the Board was very receptive to the activities of the Recruitment Office and I could tell that they enjoyed the presentation.

Thanks for your commitment to TMCC and to the outreach activities that continue to grow in quality and quantity. I truly appreciate your dedication and loyalty to the students and the institution.

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